OPEN-ENDED QUESITONS

**WHAT**: Short answer questions in response to a text that was read. Students are asked to analyze some aspect of the text to prove their comprehension of the text. It should take roughly 10-15 minutes to write. It is equivalent to one to two body paragraphs. It is worth 3 points on the Keystone Exam. See the scoring guide for more information on scores.

**FORMAT**: Follow the general guidelines and tips below to ensure you earn full credit for you response.

**** **A.P.E.**

(Answer…. Proof… Extend/Enhance)

A - Answer the question

\*Start your answer by rephrasing part of the question and inserting your main point.

P - Proof from the text

You need to prove what you’re saying is accurate. You can do this by showing a direct quote from the text or paraphrasing aspects of what you read. You should always use more than one example, but there isn’t a magic number of how many to use. Use as many as you see fit.

SENTENCE STARTERS:

*In the text, it said… The author wrote…*

*Evidence from the text to support this idea is… On page # it said…*

*Using the information from the text, I know that… This picture showed that…*

E - Extend / Enhance more of what you have

\*You can extend or enhance your answer by giving an opinion or making a connection to another work/text, history, the world, or a personal experience. This proves that you can think on a deeper level than simply restating what the text said.

SENTENCE STARTERS:

*I thought this because… This reminds me of…*

*I think \_\_\_ happened because… I had a similar experience with…*

*I think the author was trying to tell us… This also relates to…*

*I know this / This is clear because… I felt the same way when…*

*One reason I believe this is….*

*I also think…*

\*You should also end with a **summary statement** to conclude your response.

SENTENCE STARTERS:

*That is why… This is my… These are my reasons why…*

**SCORING GUIDELINE**: Your response is graded mostly on your comprehension and analysis.. Style /word choice does not earn or deduct points from your score. Conventions are taken into consideration slightly.

**KEYSTONE SCORING GUIDELINE**

3 POINTS: (A) Provides a clear, complete, and accurate answer; (B) provides limited relevant and specific information from the passage

2 POINTS: (A) provides a partial answer to the task; (B) provides limited information from the passage and may include inaccuracies

1 POINT: (A) provides a minimal answer to the task; provides little or no information from the passage and may include inaccuracies OR relates minimally to the task

0 POINTS: The response is totally incorrect, irrelevant, or contains insufficient information to demonstrate comprehension

OPEN-ENDED SAMPLE

**PROMPT**: Analyze what Howard’s thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis. (Based on the text “Up the Cooly” by Hamlin Garland)

(\****ANALYZE*** *means to break down a topic into all its parts. Be sure to include all the parts and to tell what makes each part different.)*

**EXAMPLE OF A GREAT RESPONSE**:

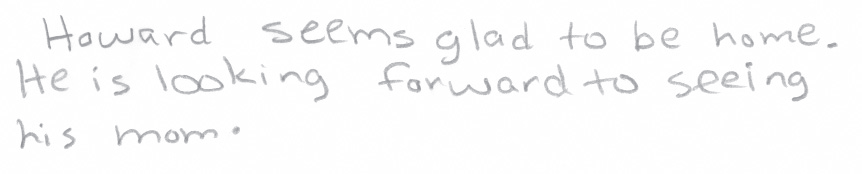
Howard’s thoughts reveal that his appreciative personality is rooted in his respect for his past. Even though he has been living “out east” for years, his source of inspiration is firmly grounded in the West of his childhood. When he is staring out the window of the train, he thinks of the passing landscape as being “*his* West.” Later on, when he accepts a ride home from his uncle, he feels like “he had been away only for a month or two,” instead of 10 years. Finally, when he and his uncle are looking at the beauty of the fields and hills from the buggy, both Howard and his uncle know not to disrupt the subtle beauty of the scene by talking. He truly values his time in the West as a child. That is why I believe Howard’s appreciative personality stems from his past experiences out west.

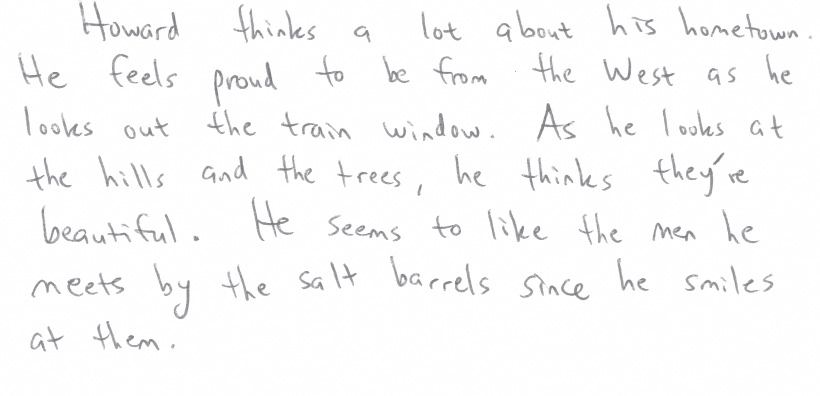
*Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

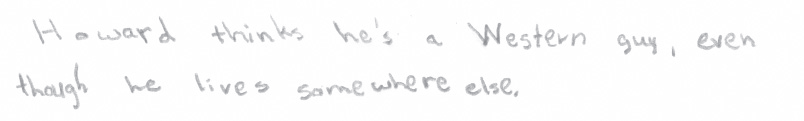
*English*

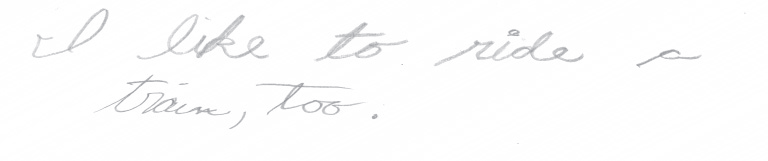
**SCORING OPEN-ENDED QUESTIONS**

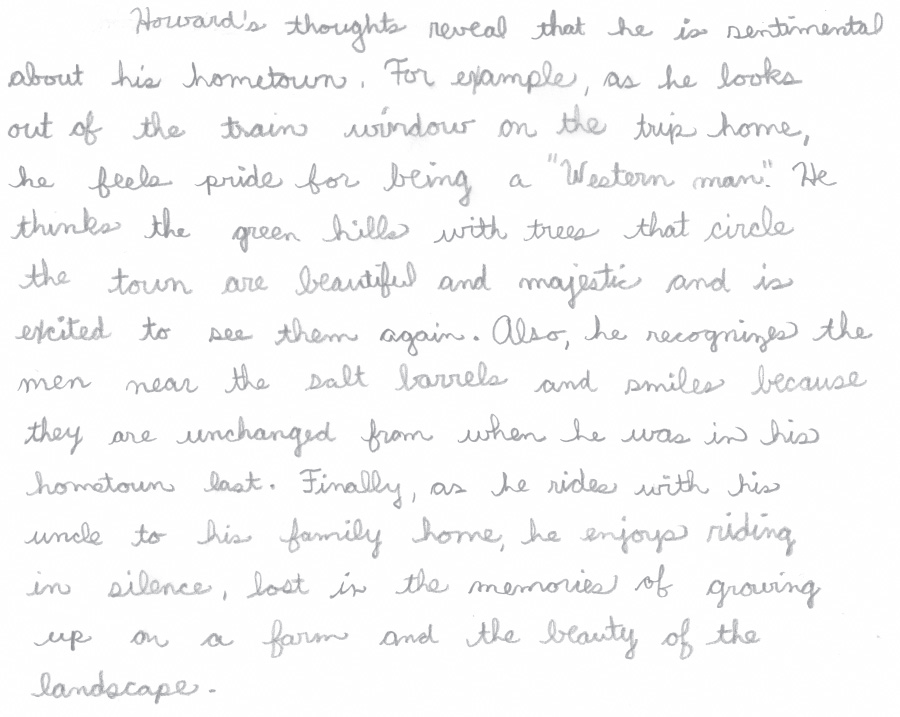
DIRECTIONS: Use the scoring guide to grade the following student responses. You must not only give it a score, but give a rationale as to why you scored it that way as well.

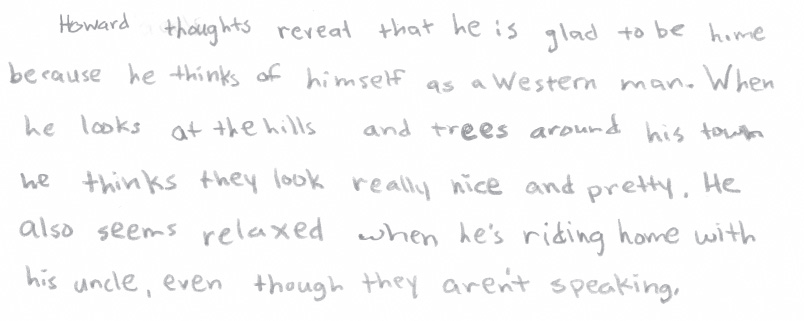












ANSWER:

1: *The student has given a minimal analysis by stati ng what Howard’s thoughts throughout the passage reveal about his personality (“Howard seems glad to be home”). The student uses no informati on from the passage to support the analysis.*

2: *The student has given a parti al analysis by stati ng what Howard’s thoughts throughout the passage reveal about his personality (“Howard thinks a lot about his hometown”). The student supports the analysis with limited informati on from the passage (“He feels proud to be from the West as he looks out the train window” and “he thinks they’re beauti ful”).*

*1: The student has given a minimal analysis by stati ng what Howard’s thoughts throughout the passage reveal about his personality (“Howard thinks he’s a Western guy, even though he lives somewhere else”). The student uses no informati on from the passage to support the analysis.*

*0: The student has given a response to the task that contains insufficient informat on to demonstrate comprehension.*

*3: RATIONALE: The student has given a clear, complete, and accurate analysis by stating what Howard’s thoughts throughout the passage reveal about his personality (“Howard’s thoughts reveal that he is sentimental about his hometown”). The student supports the analysis with relevant and specific information from the passage (“he feels pride for being a ‘Western man,’ ” “He thinks the green hills . . . are beautiful and majestic,” and “he recognizes the men near the salt barrels and smiles because they are unchanged”).*

*2: The student has given a parti al analysis by stati ng what Howard’s thoughts throughout the passage reveal about his personality (“he is glad to be home” and “He also seems relaxed”). The student supports the analysis with limited informati on from the passage (“he thinks they look really nice and prett y” and “they aren’t speaking”).*

*NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*English 3 CP*

**SCORING OPEN-ENDED QUESTIONS**

**EXAMPLE 1:**

SCORE: \_\_\_\_\_ /3

EXPLANATION (use at least 1 line from the text to explain):

**EXAMPLE 2:**

SCORE: \_\_\_\_\_ /3

EXPLANATION (use at least 1 line from the text to explain):

**EXAMPLE 3:**

SCORE: \_\_\_\_\_ /3

EXPLANATION (use at least 1 line from the text to explain):

**EXAMPLE 4:**

SCORE: \_\_\_\_\_ /3

EXPLANATION (use at least 1 line from the text to explain):

**EXAMPLE 5:**

SCORE: \_\_\_\_\_ /3

EXPLANATION (use at least 1 line from the text to explain):

**EXAMPLE 6:**

SCORE: \_\_\_\_\_ /3

EXPLANATION (use at least 1 line from the text to explain):